**Diagramming Rondo Form: Fur Elise**

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**Description/Overview of Lesson**

Fifth grade students will use internet applications on their netbooks to diagram a graphical representation of the form of Fur Elise by Beethoven.

**List of Resources**

1. Student netbooks

2. Youtube

3. Webspiration website

4. Yippy.com search engine

5. Planning sheet

**List of Standards Addressed (NETS, 21st Century)**

NETS

1a. Students apply existing knowledge to generate new ideas, products, or processes.

1b. Students create original works as a means of personal or group expression.

2a. Students will interact, collaborate, and publish with peers, experts, or others

employing a variety of digital environments and media.

3d. Students will process data and report results.

4b. Students plan and manage activities to develop a solution or complete a project.

5b. Students will exhibit a positive attitude toward using technology that supports

collaboration, learning, and productivity.

6a. Students understand and use technology systems.

6b. Students select and use applications effectively and productively.

6d. Students transfer current knowledge to learning of new technologies.

21st Century Standards

This project promotes the mastery of a core subject: The Arts

This project requires students to develop, implement and communicate new ideas

to others effectively.

This project encourages students to utilize multiple media and technologies

This project asks that students understand and utilize the most appropriate media

creation tools, characteristics and conventions

This project has students using technology as a tool to evaluate and communicate

information

This project has students using systems thinking by having them analyze how parts

of a whole interact with each other to produce overall outcomes in complex

systems

**School/District Goals Addressed**

District goals

* Students will listen to and analyze music
* Students will listen to music in rondo form
* Students will identify rondo form
* Students will listen to and respond to music.

School goals

* Utilize netbooks in a variety of curricular areas
* Have students use netbooks/technology to create meaningful products

**Student Learning Objectives**

1. Students will be able to correctly identify the different sections in Fur Elise, a piece in rondo form.
2. Students will be able to show their understandings in graphic and pictorial form.

**Learning Activities – Lesson Plan Steps**

This project will likely take 2 or 3 45 minute class periods

Pre-lesson – Students have been introduced to both Webspiration and how to find images on the internet site Yippy.com

1. Show students my finished product for Rondo in A major and discuss why its useful and how it offers them an opportunity for self-expression
2. Model for students how to diagram the form of a piece of music
3. Coach students through doing the same for Fur Elise for the A and B section
4. Have students diagram the A section, C section, and A section on their own/with a partner/minimal guidance
5. Show students how to notate some thoughts on each section of what it makes them think of and have them do that for each section
6. Have students brainstorm ideas for pictures
7. Students search on Yippy for pictures and save them
8. Student insert pictures, times and section names into a webspiration
9. Students write/prepare a brief rationale for the picture they chose.
10. Students present and evaluate projects.

**Assessment/Evaluation**

Their evaluation will be based on their effort during the process as well as their finished creation.

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| --- | --- | --- |
|  | Process | Product |
| Beginning Understanding (BU) | Student showed little to no initiative or motivation to complete the project.  Student was off-task more often than not.  Student does not participate in evaluation aspect of project. | Student correctly identifies one or two of the five sections  Student does not include times for two sections or incorrectly identifies the time for two sections  Student does not have a rationale for the pictures he/she chose  Student does not show much difference between sections in the shapes/colors he/she chose. |
| Partially Proficient (PP) | Student showed inconsistent motivation during the project .  Student was usually on-task, but still distracted at times.  Student only evaluates own work or does not put thought into the evaluation of others’ work. Student evaluated 1 to 3 projects. | Student correctly identifies three or four of the five sections  Student does not include or incorrectly identifies the time for one section  Student has some rationale for the pictures he/she chose.  Student shows some difference between sections in the shapes/colors he/she chose. |

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| --- | --- | --- |
| Proficient (P) | Student showed consistent motivation throughout the project.  Student was always on task and focused on their project.  Student evaluates own work and puts thought into the evaluation of other’s work. Student evaluated at least 4 projects. | Student correctly identifies all five sections  Student correctly identifies the time for all sections.  Student has a clear rationale for the pictures he/she chose.  Student shows a significant difference between sections in the shapes/colors he/she chose. |
| Advanced (A) | Student showed consistent motivation and often took initiative to try new things during the project.  Student was always on task and often seen helping others with their own project.  Student evaluates own work and puts thought into the evaluation of other’s work. Student evaluated at least 6 projects. | Student meets all proficient criteria.  Student completes at least one of the following extensions:  Includes beat numbers with time  Includes mode with time (major/minor)  Learns a significant portion of the RH part for the A section on the piano. |

**Adaptations for special needs students and extensions for advanced students**

The two major adaptations I need for classes are for Deaf and Hard of Hearing (DHH) students and for English Language Learners (ELL). For DHH we have worked on a way to plug cochlear implants directly into the netbooks to aid with hearing. For ELL students, all processes are visually and aurally modeled.

For extensions, several ideas are given in the advanced part of the rubric. Students can include either the number of beats with the time section or include the modality of the section (major/minor). Students can also use the keyboards in class to learn the RH part of the A section on the piano.

Use the attached rubric to evaluate each project. Put a check under the appropriate grade for each criteria met. The grade with the most checks is your final grade for that student’s project. Try to evaluate at least 4 other projects.

Student name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

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Student name:

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Student name:

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|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |